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ABSTRACT

Synthesizing information on language arts gleaned from research on emergent literacy, early childhood education, and special education, this book underscores what is being emphasized in early childhood teacher accreditation programs--responding to the increasingly diverse needs of young language learners in inclusive settings, working with parents and families, and collaborating with professionals in other fields. It offers a comprehensive look at early childhood literacy education, and it includes listening, speaking, reading, and writing, with a strong children's literature emphasis throughout. Each chapter provides a discussion of the key concepts in the chapter, followed by case material that demonstrates how teachers, families, and professionals in other fields can work together to promote the literacy growth and development of a young child. The content and examples throughout every chapter enable students to see how children go through the process of acquiring literacy, and how literacy learning occurs with diverse groups of learners. The body of every chapter concludes with a section on teacher concerns and basic strategies, developmentally appropriate activities, teacher self-assessment, and information on standards as they relate to the content of each chapter. After a preface, chapters in the book are: (1) Appreciating Diversity in Children's Language; (2) Optimizing Every Child's Language Growth through Family Literacy; (3) Understanding Language Development during Early Childhood; (4) Helping Young Children become Better Listeners; (5) Supporting the Speaking Abilities of the Very Young; (6) Facilitating Young Children's Expression through Drawing and Writing; (7) Fostering Growth in Emergent Literacy and Early Reading; (8) Using Narratives and Storytelling to Foster Children's Growth in Literacy; (9) Leading Young Children to Literature; (10) Designing and Managing a Language Arts Program; and (11) Documenting Children's Progress in the Language Arts. Contains approximately 900 references. (RS)

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